

# **At Standard**

## **District Disproportionality Reviews Practices, Policies, and Procedures**

(for the Identification of Students with Disabilities)

2006 – 2007 and 2007 – 2008

## **Focus Area 6**

### **Individualized Education**

The district promotes collaboration among general and special educators at the prevention and intervention levels.

## OVERVIEW

### At Standard District Reviews: Practices, Policies and Procedures for the Identification of Students with Disabilities

Annually, the State reviews the December 1 Unduplicated Census Data for students identified with disabilities in order to determine Tennessee school districts that are Significantly Disproportionate. The State's review of this data utilizes the *relative risk ratio (RRR)* for the examination of students with disabilities in each of the federal reporting race/ethnicity categories (American Indian/Alaska Native, Asian/Pacific Islander, Black, Hispanic, and White) for students receiving services in special education and related services (All Disabilities) and the high incidence disability categories of Autism, Emotional Disturbance, Mental Retardation, Other Health Impairments, Specific Learning Disabilities, and Speech and Language Impairment.

Subsequent to this data review, school districts are notified of status as determined by the analysis of this data and application of Tennessee's definition for Significant Disproportionality. In addition to the requirement to reserve 15% of the IDEA Part B allocation for Early Intervening Services, each school district that meets the definition for Significant Disproportionality is required to review district practices, policies, and procedures employed in the identification of children with disabilities. This review provides detailed descriptions and evidence for each of six focus areas that most directly impact the appropriate identification of students for services in special education and related services. Each district's review is evaluated and rated by a State panel and ratings are discussed and verified for reliability among the raters. District responses for each of the six focus areas required for review are evaluated and rated at one of three levels: Beginning, Developing, and At Standard. The six areas reviewed and evidenced by these districts are:

1. referral and eligibility decisions, methods, types of measures and identification decision frequency;
2. equitable representation of students who are culturally and linguistically diverse in all programs, including gifted;
3. effective intervention options to student learning difficulties, before or in lieu of referral for special education services;
4. on-going training and support of teachers addressing individual learning needs through differentiated instruction, aligned to academic grade-level content;
5. procedures for location, referral and identification that are transparent, equitable, and multidisciplinary; and
6. promotion of collaboration among general and special educators at the prevention and intervention levels.

An "At Standard" rating is given to those districts with reviews that clearly describe and provide evidence of At Standard policies, practices, and procedures; that include a specific improvement plan that outlines strategies which target the reduction of students in the ethnic/racial group identified as significantly disproportionate in special education and related services; and that provide sufficient information to ensure significant disproportionality is not the result of inappropriate identification practices. Each document included in this section contains the At Standard reviews for each of the six focus areas listed above. The disability, relative risk ratio, and ethnic group identified as disproportionate are listed with each review. Please note that in several of these districts, the strategies used and revisions implemented in practices, policies, and/or procedures through the process of conducting this review were effective and contributed to the decrease of significant disproportionality within the district. From FFY 2005 to FFY 2006 some districts reduced disproportionality from a level of 'significant disproportionality' (relative risk ratio =  $\geq 3.0$ ) to 'no disproportionality' (relative risk ratio = 1.0 to 1.9) as a result of this systematic process of review. Those districts that decreased disproportionality have been indicated with the ↓ on each disability category cover page.

## **DISTRICT REVIEW ITEM 6**

### ***Collaboration among General and Special Educators***

***The district promotes collaboration among general and special educators at the prevention and intervention level.***

There is evidence of ALL of the following

The district's:

- collaboration between general and special education is encouraged and supported at the district and school levels,
- training is provided in collaboration and co-teaching,
- all working and planning teams at the district level include representation across departments,
- all schools allocate time for special education and regular education collaboration on a routine basis,
- student support teams include multiple members of the general education personnel,
- general educators take responsibility for prevention and early intervention,
- a variety of tools and resources are available for general educators to provide early intervening services, and
- schools are structured in a way that allows for close collaboration between general and special educators, so that most accommodations are provided in the general education classrooms, and special educators are used as a resource by general educator

# All Disabilities

System	Data Date	Other Disproportionate Disabilities
▪ ↓ Union County	FFY 2005	—
▪ ↓ Carter County	FFY 2005	↓ Speech/Language Impairments
▪ ↓ Grundy County	FFY 2005	Specific Learning Disabilities

**ALL DISABILITIES****FOCUS ITEM 6****Union County – White (FFY 2005 RRR 4.54—FFY 2006 RRR 2.11)**

**DESCRIBE opportunities to collaborate that exist within the district. How does the district promote collaboration among general and special educators at the prevention and intervention levels?**

*At the school level, all planning and working teams include both general and special educators. Special educators are included in curriculum meetings, data teams and grade level meetings. During the school day, all schools in the Union County School District allocates time for special education and general education staff to meet on a regular basis for the purposes of planning and collaboration. At the middle school, general education and special education teachers have common planning times by grade level, so that individual teachers can share information and receive support in improving learning environments. At the two larger elementary schools, planning periods are also programmed by grade level. At Maynardville Elementary School, our largest elementary school, special education teachers are assigned by grade level and have common planning times with their grade level colleagues. At Luttrell Elementary School, special education teachers have daily common planning times with 5th and 4th grade teams. Planning for grades kindergarten through third grade is organized depending on the number of students with disabilities in those grades and the needs of the students. The smallest elementary school, Sharps Chapel, has a full time special/education teaching assistant who has planning times assigned, depending on the special education population. Currently, there are only nine students with disabilities at Sharps Chapel School. An itinerant special education teacher is in Sharps Chapel two days per week. She has planning times in which to work with the teaching assistant and with the teachers who have students with disabilities in their classrooms. The high school operates on a block schedule, with at least one special education teacher having planning during each block. This allows a special education staff person to always be available to collaborate with general education staff. Special educators may be consulted regarding modifications, accommodations, and/or specific classroom interventions needed. General educators are encouraged to continually assess progress, monitor, and adjust teaching strategies/ interventions in an effort to prevent inappropriate referrals. Special education teachers who are co-teaching a class with a general teacher are assigned a planning time to coincide with the general education teacher's planning 'me.*

*Special education teachers and paraprofessionals at all schools work in inclusive settings with their general education colleagues. They provide input into lesson planning, classroom*

**EVIDENCE**

**List evidence and documentation on file.**

- 1) Building level schedules of teachers to show common planning*
- 2) Schoolwide Intervention Program for Students (SIPS) Procedure Manual and composition of team at each school*
- 3) Composition of all school wide, system-wide planning teams, including academic support teams (SIPS), 504 committees, Reading First literacy team, Pre-K advisory council, Title I school advisory committee, system wide TCSPS committee, parent involvement committee, school wide positive behavior support committee, school TSIP committee, special education steering committee.*
- 4) Ongoing professional development listing 2005-06, 2006-07, 2007-08, emphasizing curricular intervention strategies, differentiated instruction, collaborative training, and data analysis*
- 5) Process for reporting student progress*
- 6) Intervention options available to elementary and secondary schools*

---

*management, and adapting curriculum to help differentiate instruction for students with disabilities. Special education staff actively participate in the Reading First TIER process at the elementary level. At grade levels kindergarten through 3, special education staff are fully integrated into the general education TIER II and TIER III small group interventions. At the middle school, special education staff work with general education staff in inclusive settings primarily in Math and Language Arts. The Schoolwide Intervention program for Students (SIPS), the 504 review team, and the Support team for gifted screening have a combination of members, including administrators, special education teachers and general education teachers.*

*At the elementary and middle school levels, when students with disabilities receive special education intervention services, the special education teacher doing the intervention usually also works with that student in the general classroom setting. This facilitates coordination of interventions and instruction between the general and special education staff. This collaboration also makes progress reporting more consistent. Collaboration at the prevention level is a function of the Schoolwide Intervention Program for Students (SIP) team at each school. This multidisciplinary team consisting of general education, special education teachers, an administrator, counselor, attendance personnel, and others as appropriate. Union County is currently evaluating combining the SIPS, 504, and behavior teams at each school. The teams currently collaborate; however, uniting them may be a more effective path to success for students.*

*TCAP information and TCAP writing assessment reports are sent home once a year. GATEWAY and End-of-Course reporting is done at the high school level every semester and in the summer. For students receiving services in both general education classrooms and special education settings, student progress is reported several ways. These students receive grade cards at the end of every 9 weeks, a progress report during the middle of each grading period, and progress on IEP goals and objectives are sent home with each grade card. A 2006 spring file monitoring review of 53 files revealed 100% of monitored files ad progress reports sent home to parents on a regular basis. Formal intervention programs also report progress toward instruction benchmarks in addition to classroom grades.*

*Union County School District is committed to continuing professional development for its staff as well as collaborative planning district wide. Teacher training focuses on prevention, intervention and collaboration. Ongoing professional development and support is offered to teaching staff, to facilitate collaboration between general education and special education teachers. Teachers have now been trained on the RTI model and on the Tier system. The largest elementary school has piloted Reading First, with on-going training of all teaching*

---

staff, grades K-3, including teachers of students with disabilities. Currently, the other three elementary schools are involved in an extension of the Reading First Model. A week long Language! Training was given this summer to all middle school English and Reading teachers, selected high school and 4<sup>th</sup> and 5<sup>th</sup> grade teachers, and special education teachers. General education teachers and special education teachers at all levels have been given training on intervention programs for both language arts and math. Differentiated Instruction training is also occurring at all levels, for both general education teachers and special education teachers.

The district conducted a major review of the referral and support team process in 606-2007. As a result of that review, the support team process was reformed and expanded. A major part of the reform was to emphasize data collection and analysis in dealing with student progress. Ongoing training on data interpretation and data driven instruction is enabling general education teachers and special education teachers to target areas of need, both for whole group instruction and for individual student instruction.

Teachers are also sent out of the district for continuing training. The nature of the training determines teacher participation. Training is also based on a yearly teachers needs assessment and specific school needs as addressed in the school improvement plans.

After school training and staff collaboration is enhanced through professional development. Staff development is provided throughout the year and during the summer. Other than annual required training, it is need specific.

These various types of training and collaboration are designed to improve teacher school performance and to ensure that all students' needs are met, including the needs of at risk students, such as students with disabilities, students with cultural and linguistic divergences and students who are economically at risk. These different types of training also facilitate formation of planning teams at the district and school level that include representation across departments and across grades. These teams emphasize collaboration between education, special education, and administrative staff.

Union County Public Schools has a variety of tools and resources that are available for general educators to draw upon in providing early intervention services for struggling learners. Through review of standardized tests and progress monitoring, teachers determine which students have needs that are not being met through standards based learning. All elementary schools use a Tier system of reading instruction. Programs available for K-3 teachers include: Voyager, Read-Well, Wilson Reading, Foundations, Destination Reading and Destination Math, and Compass Learning.

---

*Language!* is currently being introduced as a reading intervention for grades 4 through 8. Teachers in these grades also have *Destination Reading* and *Math* available, as well as, *Compass* learning. Special education teachers co-teach with general education teachers in all schools in Union County. Co-teaching at the elementary and middle school levels focuses on language arts and math. Co-teaching at the high school focuses on the Gateway subjects of English, Math, and Biology. This collaboration in the classroom allows general education teachers to draw upon special education knowledge and resources for interventions with struggling learners.

General Education teachers also have resources upon which to draw for behavioral issues. Guidance counselors in each school work with children and advise teachers. The school psychological examiner also sees students who are having difficulties. A clinical psychologist is contracted as needed to evaluate our more behaviorally involved students. The district employs a full time behavioral specialist who works with general and special education teachers in evaluating student behaviors and devising behavior intervention plans (BIPs). These services are open to all students. Schoolwide Positive Behavior support program facilitated by EdExcellence is in place at our largest elementary school. At the middle school, if a student is unable to function in a general education classroom, due to behavioral or adjustment difficulties, he/she can be placed in a self contained classroom, collaboratively taught by a special education teacher and a general education teacher. This class can be used by the school as an intervention placement for a struggling student. A new sixth grade transition class can also be used for a struggling learner. For both the middle school and the high school, there is an Alternative Learning Center. This Center has two classrooms, one for middle school students and one for high school students. Each class is staffed by a general education teacher and a special education teacher. Students with behavioral difficulties or other at risk factors may be assigned to this school as appropriate. Collaboration between the general education teacher and the special education teacher is not always easy but can make a major difference in student success.



## ALL DISABILITIES and SPEECH/LANGUAGE IMPAIRMENTS

## FOCUS ITEM 6

**Carter County – All Disabilities White (FFY 2005 RRR 3.99—FFY 2006 RRR 1.01)  
S/L White (FFY 2005 RRR 4.18—FFY 2006 RRR 1.20)**

### EVIDENCE

List evidence and documentation on file.

- *Sample Building Schedules*
- *Tally Sheet*

**DESCRIBE opportunities to collaborate that exist within the district. How does the district promote collaboration among general and special educators at the prevention and intervention levels?**

*At the individual school level, all working and planning teams include both general and special educators. This is also true at the district level. Special educators are included in grade cluster meetings, data teams, curriculum meetings, etc.*

*All schools allocate a planning period for special educators to collaborate with general educators. Not all teachers can be off at the same time, so principals provide a substitute teacher for general educators to be able to leave class and have time to plan with the special educator. (See sample building schedules attached).*

*Student support teams do not include special educators as regular members of their teams. S-Team members can include classroom teachers, guidance counselors, S-Team chairperson, principals, & classroom assistants. Special educators may be consulted regarding modifications, accommodations, and/or specific classroom interventions. General educators continually assess the student's progress, monitoring and adjusting interventions in an effort to prevent needless referrals to special education.*

*General educators are provided a variety of tools and resource to provide early intervening services. Staff development is provided throughout the school year. After conducting classroom observations, the school psychologist and the behavior specialist can and do provide recommendations for specific interventions for individual students. Research based classroom materials are provided that are related to the RTI process. Teachers have been instructed on the 5 areas of reading and provided materials with which to teach these areas.*

*During the 2005-2006 school year, one of our elementary schools did not make AYP for students with disabilities in the areas of reading and math. These teachers have been provided research based materials and specific instruction geared toward raising these test scores.*

*For those students receiving services in both a general education setting and special education setting, student progress is reported in several ways. These students receive grades cards at*

---

*the end of every grading period, they receive a progress report during the middle of each grading period, and progress on IEP goals and objectives are sent home with each grade card. In addition, parents are notified if a student starts to regress.*

*A review of 72 student files revealed that 51 of these files had complete progress reports sent home to parents on a regular basis. (See attached tally sheet).*

*Both general and special educators report progress toward benchmark assessments in addition to classroom grades.*

## ALL DISABILITIES and SPECIFIC LEARNING DISABILITIES

## FOCUS ITEM 6

### Grundy County – White All Disabilities (FFY 2006 RRR 4.04) White SLDs (FFY 2005 RRR 3.09—FFY 2006 RRR 3.08)

### EVIDENCE

List evidence and documentation on file.

**DESCRIBE opportunities to collaborate that exist within the district. How does the district promote collaboration among general and special educators at the prevention and intervention levels?**

*The District promotes collaboration among general and special educators at the prevention and intervention levels. Whenever possible the system provides trainings for both regular and special education teachers. Even conference attendees are usually from both genres. The special education supervisor is included anytime the central office staff meets to make a decision concerning the educational programs at the schools. At the school level, administrators provide time for collaboration between regular and special education teachers as often as is possible-usually at least once a week in grade-level meetings. S-team meetings also involve both regular and special education educators. Staff meetings which include all school staff members provide an opportunity for the principal, teachers, assistants, and support staff to plan a course of action where they are all involved in the children's education.*

*At the central office, all committees are formed consisting of regular and special educators. The Grundy County TCSSP Committee gives regular and special education teachers an opportunity to jointly review all pertinent input concerning strengths and needs in the county's educational programs. The CIMP Steering Committee includes regular education teachers. The title program sponsors a committee which includes educators from all areas. This committee decides how to make the best use of Title funds. Central office staff meetings allow the Special Education Supervisor to work with the system's Director of Schools, Supervisor of Instruction, and Title Supervisor to coordinate funds and personnel to meet the needs of the system. High school teachers participate weekly in roll-out meetings. During this time, regular and special educators collaborate and plan for their students. In many instances, the students are involved in inclusion classes. The elementary schools also schedule weekly grade-level meetings where the same collaboration occurs. All teachers at the elementary And at the high school levels participate in staff meetings after school. At these meetings, teachers are given an opportunity to work together regarding students and their needs. Teachers are given the opportunity to attend workshops that foster collaboration throughout the year. Some of these are Inclusion Workshops while others are Team-Building Workshops. Each school's Tennessee Improvement Plan Committee involves regular and SPED educators in reviewing and revising school educational services. Whenever possible, our student support teams are comprised of*

- *In-service agendas*
- *-S-Team Forms with signatures*
- *Instructions for S-team meetings*
- *Schedule of roll-out meetings*
- *Schedule of grade-level meetings*
- *Description of method of reporting progress when student receives both special education and regular education instruction*
- *Example of progress report*
- *Meeting sign-in sheets (whenever available)*
- *Building schedules*
- *Conference agendas*
- *Inclusion schedule*
- *CIMP Committee signature page*
- *Title Committee signature page*
- *TCSSP Committee signature page*
- *Student Progress Report*

---

*the school principal, at least one of the child's classroom teachers, a parent, and usually a special education teacher. These special educators may supply input concerning interventions, materials, and supplies necessary for successful intervention. Instruction materials, computers or computer programs are sometimes supplied when they are necessary for the recommended program. Students receive instruction in the regular classroom whenever possible. Regular education teachers are encouraged to think of the special education students just as they do the regular education students. Special education teachers or, in some cases, assistants are included in the classrooms as often as schedules permit. Classroom teachers are encouraged to consult with the special education staff whenever they need input from a special education viewpoint.*

- *Student Report Card*
- *Parent-Teacher Conference form*
- *Parent-Teacher Conference sign-in form*

# Mental Retardation

System	Data Date	Other Disproportionate Disabilities
▪ Hardeman County	FFY 2005	_____
▪ ↓ Shelby County	FFY 2005	_____
▪ Memphis City	FFY 2005	↓ Autism
▪ Madison County	FFY 2005	_____
▪ McMinn County	FFY 2006	_____
▪ ↓ Wilson County	FFY 2005	_____
▪ ↓ Lebanon City	FFY 2005	_____
▪ ↓ Lauderdale County	FFY 2005	_____

## MENTAL RETARDATION

## FOCUS ITEM 6

### Hardeman County – Black (FFY 2006 RRR 4.75)

#### EVIDENCE

List evidence and documentation on file.

- 1) TCSPP Leadership Team/Evidence of Collaboration
- 2) Collaboration at Grade Levels, cluster meetings, and federal program meetings
- 3) S-Team structure/resources for interventions
- 4) Student progress reports
- 5) In-service manual, agendas, and required documentation

**DESCRIBE opportunities to collaborate that exist within the district. How does the district promote collaboration among general and special educators at the prevention and intervention levels?**

*Hardeman County Schools engage in many opportunities to collaborate. The lead team for collaboration begins at the district level with the TCSPP Leadership Team consisting of representation from all departments. This team is responsible for guiding the evaluation process for developing the priorities for improving schools. This collaboration process continues at the school level with each school having a leadership team guiding the development of the school's SIP.*

*All schools allocate time for special education and regular education collaboration on a routine basis through grade level meetings, SIP meetings, and cluster meetings. This collaboration enables a greater sense of ownership among the participants in special education programs as well as regular education programs.*

*Student support teams consist of multiple members including, but not limited to, the principal, classroom teacher(s), special education teachers, counselor, and parents. Early interventions are discussed, revised, and reviewed to enable the best approach to assisting the academic success of the student. Close collaboration between general and special educators assures that most accommodations are provided in the regular classroom setting. Special Education teachers are to be used as a resource. A variety of tools and resources are available for intervention such as Aims-web, A+ Assessment program, and Think Link. All teachers have been provided staff development on Pre-Referral Intervention Manual and on the Resource Guide for Teachers with Special Needs/Categories, Characteristics, Instructional and Behavioral Strategies that Work. When all interventions have been exhausted, the school support team meets to discuss referral to special education.*

*The progress of students is reported to parents and consulting teams through the student report card and the IEP progress report of special education students. In elementary schools these reports occur every six weeks, and in the high schools every nine weeks.*

*The district provides support to all teachers through required and optional in-service. A professional development schedule is published in the summer. Opportunities for professional*

---

*development are offered consistently throughout the school year. All documentation of attendance is at in-service is maintained through the district office. Any teacher who attends professional development outside the district must return and provide a follow-up to other teachers in their schools.*

## MENTAL RETARDATION

## FOCUS ITEM 6

### Shelby County – Black (FFY 2005 RRR 3.25—FFY 2006 RRR 2.84)

**DESCRIBE opportunities to collaborate that exist within the district. How does the district promote collaboration among general and special educators at the prevention and intervention levels?**

*Shelby County continuously offers collaborative planning opportunities including district-wide as well as on-site school opportunities. All schools offer planning periods for Special Education faculty to allow for collaboration with the general education teachers. Each school has an S-team that meets regularly and includes both general and special education members as well as related service professionals. The S-team's purpose is to provide multi-disciplinary collaboration around student learning challenges in order to prevent the over-referral and identification of students to special education. The S-team regularly reviews student data and response to interventions in order to fully utilize available resources to foster student success.*

*For students identified with a disability and receiving consultative services, a bi-weekly report is filled out by the consulting teacher to monitor and communicate progress with special education case managers.*

*The district focus on differentiated instruction for the past two years has contributed considerably to a collaborative planning effort between general and special ed. Schools offer opportunities for grade level planning and content area planning. Schools allow extra opportunities to schedule planning for before, during, and after the school day when necessary.*

*Professional Development activities are based on scientific research, enhance the participant's ability to increase their subject matter knowledge and teaching skills, enhance the participant's ability to use curricula, assessment measures, and effective instructional strategies, and are provided for a duration that encourages lasting and sustainable impact for the classroom performance. The district maintains an on-line calendar recording district-wide offerings and keeps logs of attendance for inservice participation. Teachers are also required to attend an additional 6 hours of approved flex-credit training, beyond the annually scheduled inservice requirements.*

*Beyond in-service training, teachers utilize the Teacher Resource Center, online resources, the Master Teacher Series, as well as other materials provided to improve intervention services they provide.*

### EVIDENCE

**List evidence and documentation on file.**

*Shelby County utilizes both report cards/grades utilizing Powerschool and progress reports reflecting progress on IEP objectives through Easy IEP to report student progress. In the past Ed. Line and Lesson Line have been available to parents. Next year, parents will be able to access grades online through a parent portal via Powerschool.*

- *Sample school master schedule to illustrate collaborative planning opportunities.*
- *Sample co-teaching inservice agenda*
- *List of inservice opportunities for Special Educators*
- *Bi-weekly progress report*
- *S-Team Rationale sheet*
- *S-Team FAQ*
- *S-Team Referral Process*
- *Project REACH calendar of training*



## MENTAL RETARDATION and AUTISM

## FOCUS ITEM 6

**Memphis City – Black MR (FFY 2005 RRR 3.24—FFY 2006 RRR 5.17)  
White Autism (FFY 2005 RRR 4.94—FFY 2006 RRR 3.98)**

### EVIDENCE

List evidence and documentation on file.

**DESCRIBE opportunities to collaborate that exist within the district. How does the district promote collaboration among general and special educators at the prevention and intervention levels?**

*The school district has partnered with the National Institute for Urban School Improvement (NIUSI) and NCCRESt through a technical assistance grant for the purpose of developing inclusive, culturally responsive school communities. This partnership has enabled the district to provide professional development for Building Leadership Teams (BLTs) at ten selected pilot schools. Additionally, all principals in the district have participated in sessions to introduce them to planning for inclusion in all schools.*

*BLTs are made up of general and special educators and have spent numerous days, at the district level, and at each school site, in collaborating on prevention of failure, intervening with struggling students, and providing academic and behavior supports to all children.*

*Additionally, the district implemented Cross-Functional Teams (CFT) in the 2005-06 school year and continuing in 2006-07. These teams are made up of representatives from special education, and general education, including literacy, math, technology, attendance, parent involvement, testing, and research. Each team is led by a district academic officer. Collaboration among the CFT members has resulted in better communication, less duplication of services and materials, as well as improvement of instruction across all subgroups.*

*Finally, the Superintendent's Academic Leadership Team (ALT) consists of leaders of all academic divisions of the district, including general and special education. The ALT meets weekly and works collaboratively to address academic needs, including prevention and intervention needs. Much attention has been given in 2006-07 to professional development for staff in the areas of inclusion, co-teaching, differentiated instruction, and related areas, as a preparatory step to increasing inclusionary practices in 2007-08.*

*All working and planning teams at the district level include representation across departments (Ex: Academic Leadership Team, Cross-Functional Team, Professional Development Committee)*

- A.1.MCS Disproportionality Data: 2004, 2005, 2006
- A.2.MCS Teacher Support Team packet
- B.1.a. Agenda - Fall 2006 Urban Collaborative Meeting
- B.1.b. MCS Presentation at Urban Collaborative Meeting
- C.1. Agenda - Division of Exceptional Children Leadership Team 9/7/2006
- C.2.a. Agenda - MCS Kindergarten Training 9/18/2006
- C.2.b. PPT cover page and "Principles" page from 9/18/2006 presentation by Div of Exceptional Children staff
- C.3. PPT from 9/21/06 presentation to all principals
- C.4. Agenda DEC Coordinators Mtg agenda
- C.5 Agenda Follow-up mtg with teachers from NIUSI pilot sites
- C.6.a. Agenda Principals' Mtg
- C.6.b. Sample from PPT presented by principal at principals' mtg 11/6/06
- C. 7. Agenda - ECLT 4/12/07
- D.1. MCS Timeline for Differentiated Instruction/Inclusion 2006-07
- E.1.a. NIUSI Synergy Mtg ltr
- E.1.b. Agenda - NIUSI Synergy Mtg

*\* Student support teams include multiple members of general education personnel, as well as special education representatives as needed. General educators take responsibility for prevention and early intervention. (Ex: Support Team Procedures)*

*\* A variety of tools and resources are available for general educators to provide early intervening services. (Ex: DIBELS, Voyager, Renaissance Learning formative assessment, Read Well, Title I supplementary services, etc.)*

*\* In the NIUSI pilot schools, inclusionary practices are implemented in such a way that allows for close collaboration between general and special educators, so that most accommodations are provided in the general education classrooms and special educators are used as a resource by general educators. There are other schools, in addition to the NIUSI pilot schools that are involved to some degree with inclusionary practices and all schools in the district will have inclusion opportunities for the 2007-08 school year.*

*\* Training has been provided in several non-NIUSI schools in collaboration between general and special educators, with an emphasis on providing accommodations in the general education setting*

- F.1. MCS Local Grant Application
- F.2. MCS Local Grant award
- G.1. Agenda - MCS NIUSI Building Leadership Team (BLT) 8/28-29/06
- G.2.a. MCS NIUSI Action Plan 2006-07
- G.2.b. Agenda - MCS NIUSI Principals' Mtg 9/20/06
- G.2.c. MCS NIUSI Monthly updates
- G.2.d. Agenda -MCS NIUSI BLT training 11/7-8/06
- H.1.a. MCS Inclusive Education Defined
- H.1.b. MCS Inclusive Ed chart
- H.1.c. MCS Inclusive Ed Guiding Questions
- H.1.d. Principals Academy presentation description for 6/07
- I.1.a. Cross Functional Team members Area 3 (Each area has a CFT)
- I.1.b. Agenda - Sample CFT Mtg 10/13/06
- I.1.c and d. CFT documents
- J. Sample agendas and other documents from Evans Elem School (one of NIUSI pilot sites)
- K. MCS DECHS Disproportionality Action Plan

2005-06 and updated for 2006-07

## MENTAL RETARDATION

## FOCUS ITEM 6

### Madison County – Black (FFY 2005 RRR 3.40—FFY 2006 RRR 3.63)

#### EVIDENCE

List evidence and documentation on file.

*Documentation is on file.*

**DESCRIBE opportunities to collaborate that exist within the district. How does the district promote collaboration among general and special educators at the prevention and intervention levels?**

*The district promotes collaboration among general and special educators through training for professionals and paraprofessionals which ensure the best educational strategies to facilitate academic development. The district also provides uniform formative assessments and intervention strategies to identify areas of need and the tools necessary to improve development. At the prevention level all school follow the same student support that includes, teaching plans, interventions, and small group instruction for a specific time period. The prevention and intervention plan is very systematic and the strategies used are research based.*

*All working and planning teams at the district level include representation across departments.*

*(a) The district provides training sessions for professional and paraprofessional employees to ensure professional growth and knowledge, which support best educational practices to facilitate academic development. Presenters for training sessions range from in school personnel to specialty area experts in the field of education (see attachment 6a - Report in Staff Development Activities and Parent Involvement).*

*All schools allocate time for special education and regular education collaboration on a routine basis: Elementary, intermediate, middle and high school general education and special education teachers are strategically grouped for collaboration efforts to promote communication among staff. The weekly to monthly-allocated time for this collaboration is through grade group, team, departmental and planning meetings. General education and special education teachers discuss students' progress in curriculum content and IEP goals. General education accommodations are explained and given to the general education teachers. A review of assessment data is done to plan appropriate interventions and needs of each student. (see attachment Standard 6a).*

*Student support teams include multiple members of the general education personnel. General educators take responsibility for prevention and early intervention.*

*(b) Each school has a Student Achievement Team (SAT) that consists of the principal,*

---

guidance counselor, reading specialist, and general education teachers. Students that are not making expected grade level academic progress are referred to the SAT-team. The team collects background information; assessment data from research based formative assessments (Group Reading Assessment and Diagnostic Evaluation (GRADE), Group Mathematics Assessment and Diagnostic Evaluation (G\*MADE), DIBELS, Think-Link). The team reconvenes with the parent, general education teacher, and special education teacher to collaborate and determine specific areas of need that will be addressed. The student then receives intensive interventional instruction in the general curriculum (60-90 min) and with an interventionalist (30 min) specifically addressing deficit areas. (See attachment Standard db).

A variety of tools and resources are available for general educators to provide early intervening services.

(c) The process for reporting students progress is the use of the before mentioned formative assessments (GRADE, G-MADE, DIBLES, THINK-LINK). These assessments are given on a regularly scheduled basis. The general education and special education teachers receive individual student reports that are reviewed to determine progress and needs by race, gender, and disability. The teachers then collaborate on the interventions required to bring the students achievement to an appropriate grade level. At the district level the system administered the TCAP summative assessment in the spring. The data is disaggregated by race, gender, and disability categories. This data is used to determine needed interventions.

Schools are structured in a way that allows for close collaboration between general and special educators, so that most accommodations are provided in the general education classrooms, and special educators are used as a resource by general educators.

District wide general education teachers and special education teachers are required to maintain individual intervention folders. These interventions are for specific areas of need that were determined through collaboration of all parties and the evaluation of the formative and summative assessments. Although the interventions are provided with the programs, the special education teachers collaborate with the general education teachers to provide more intensive intervention.

## MENTAL RETARDATION

## FOCUS ITEM 6

### McMinn County – White (FFY 2006 RRR 4.42)

**DESCRIBE opportunities to collaborate that exist within the district. How does the district promote collaboration among general and special educators at the prevention and intervention levels?**

*McMinn County Schools require and promote the involvement of all teachers in grade level meetings to enhance the delivery of instruction in the general education setting. General and special education personnel regularly meet to review IEP's and develop instructional plans for students. Formal IEP meetings are held yearly or sooner as needed, to evaluate student progress and review goals and objectives. Support teams are made up of both general and special education personnel. All trainings related to the delivery of instruction to students, involve both general and special educators. McMinn County Schools encourage inclusive practices for all students to the extent appropriate to meet their individual needs. McMinn County Schools are in the process of developing and implementing response to intervention procedures to ensure that all students individual learning needs are being addressed in the general education setting prior to any referral for special education services. Numerous intervention personnel and materials are being implemented and developed for use with students in the general education setting at both the elementary and secondary level.*

### EVIDENCE

List evidence and documentation on file.

- *In-Service Agendas*
- *Description of uses for Interventionists*
- *Grade Cards*
- *Progress Reports*
- *Teacher/Parent Conferences*
- *McMinn County Schools Board Policy*

## MENTAL RETARDATION

## FOCUS ITEM 6

Wilson County – Black (FFY 2005 RRR 4.08—FFY 2006 RRR 2.98)

**DESCRIBE opportunities to collaborate that exist within the district. How does the district promote collaboration among general and special educators at the prevention and intervention levels?**

*Several opportunities are provided for all staff members of Wilson County Schools. In-services for the entire district, assistive technology department available to assist in prevention and intervention information gathering, and school level s-teams for individual students..*

*-Supervisor meetings as well as district wide in-services are provided and there is equitable representation from all departments.*

*-S-teams and IEP teams facilitate open lines of communication between regular and special education.*

*-School psychologists provide information for early intervening when needed and facilitate connections of appropriate resources. Books are available to steams for brainstorming on appropriate interventions. Assistive technology has a library with books, resources, videos, etc. dedicated to helping teachers help children.*

*-S-teams provide a structure for administrators, teachers, parents, and special education staff to assist in classroom interventions aimed at success for individual students and the classroom as a whole.*

### EVIDENCE

**List evidence and documentation on file.**

*-In-service opportunities are listed on our on-line in-service registration (two days outside of beginning of year dates are required). Teachers can find areas of interest on various topics of instruction or specific concerns. As well ac district wide mandatory in-services required at the beginning of each academic year.*

*-S-team structure is provided in the s-team packet.*

*-School psychologists are available to consult by email, phone, and weekly visits to schools.*

*-AT Lab is available certain hours of the week and email flyers are sent out monthly with spotlights and what is offered.*

## MENTAL RETARDATION

## FOCUS ITEM 6

### Lebanon SSD – Black (FFY 2005 RRR 4.44 – FFY 2006 RRR 2.17)

#### EVIDENCE

List evidence and documentation on file.

- a. *Inservice Agenda (2006)*
- b. *Structures of Intervention Teams*
  1. *Byars Dowdy Elementary*
  2. *Castle Heights Upper Elementary*
  3. *Coles Ferry Elementary*
  4. *Sam Houston Elementary*
  5. *Walter J. Baird Middle School.*
- c. *Process for Reporting Student Progress*
- d. *Building Schedules*
  1. *Byars Dowdy Elementary*
  2. *Castle Heights Upper Elementary*
  3. *Coles Ferry Elementary*
  4. *Sam Houston Elementary*
  5. *Walter J. Baird Middle School*

**DESCRIBE opportunities to collaborate that exist within the district. How does the district promote collaboration among general and special educators at the prevention and intervention levels?**

*The Lebanon Special School District provides regular scheduled opportunities for general and special education teachers to collaborate regarding the unique needs of each student.*

*Inclusion teachers meet weekly with each grade level general education teacher to ensure that accommodations and modifications are in place for student success. Additionally, grade level meetings occur bi-monthly for general and special education teachers to discuss curriculum mapping and progress monitoring issues.*

*Collaboration between general and special education is encouraged, monitored and supported at the district and school levels. The Lebanon Special School District has established a collaborative model between general and special education teams to ensure success for all students. Schools in the District are structured in such a way that allows for close collaboration between general and special educators so that most accommodations are provided in the general education classrooms and special educators are used as a resource by general education teachers.*

## MENTAL RETARDATION

## FOCUS ITEM 6

Lauderdale County – Black (FFY 2005 RRR 4.89—FFY 2006 RRR 3.10)

**DESCRIBE opportunities to collaborate that exist within the district. How does the district promote collaboration among general and special educators at the prevention and intervention levels?**

*The district promotes collaboration. All administrators and teachers, general and special education, have been trained in the Schmoker Model of collaboration.*

*The collaborative process is practiced in the schools collaboration meetings and support team meetings.*

*All planning teams include regular and special education teachers and administrators. Teams vary depending on the students and individual needs. Student data is reviewed to determine appropriate support.*

*The schools promote accommodations and interventions occurring across the school using special education personnel as a resource.*

### EVIDENCE

List evidence and documentation on file.

- A. School level staff development reinforces the training of the collaborative process and prepares new personnel in the process.*
- B. Each school plans a schedule and teams of regular educations and special education meet during the school day to review student data, teaching strategies, and student progress.*
- C. Student progress is reported at collaborative meeting. Cumulative progress information is kept by administration. Student progress is sent home each nine weeks.*



# Other Health Impairments

System	Data Date	Other Disproportionate Disabilities
▪ ↓ Anderson County	FFY 2005	—
▪ ↓ Blount County	FFY 2005	—
▪ Jackson County	FFY 2005	—

## OTHER HEALTH IMPAIRMENTS

## FOCUS ITEM 6

### Anderson County – White (FFY 2005 RRR 3.01—FFY 2006 RRR .66)

### EVIDENCE

List evidence and documentation on file.

- (a) ACSS requires ten days of professional development throughout the school year. For a sampling of in-service topics provided see Appendix E.
- (b) The SST at each school consists of special education teachers, regular education teachers, administrators, guidance counselors, and other professionals relevant to a child's presenting problems. Forms used for SST documentation are attached (See Appendix D).
- (c) The process for reporting student progress for students receiving services in both a general education and special education setting include IEP Progress Reports, grade cards, TCAP scores and Pre- and Post-testing.
- (d) Special education and regular education teachers have common planning time and opportunities for staff development together. Curriculum mapping occurs in teams which include general education and special education staff on a regular basis. All county staff members have access to cross-disciplinary planning and staff development opportunities.

**DESCRIBE opportunities to collaborate that exist within the district. How does the district promote collaboration among general and special educators at the prevention and intervention levels?**

*ACSS emphasizes collaboration between general and special educators at all levels of instruction. As discussed previously, the SST meets on a regular basis and is a multi-disciplinary team that works together in a dynamic problem-solving format. The role of regular educators is to initiate or maintain classroom interventions designed to increase academic success of those student suspected of having a disability. Special educators, school psychologists and counselors "support" or assist the regular teacher by providing alternate materials, teaching strategies, etc., to the regular education teacher for low achieving children.*

*ACSS is in the process of developing a Response to Intervention (RTI) Model to identify students with special needs. This model will require teachers to be trained in a collaborative process.*

*All regular teachers and special education teachers in ACSS have access to and are encouraged to participate in cross-disciplinary professional development. All teachers participate in Curriculum Mapping teams, in School Improvement Plans, and in professional development for co-teaching inclusive classes.*

*The most obvious example of collaboration takes place in the inclusion program. The regular planning involved in working as a team to meet the needs of children with the entire range of disabilities encourages a climate of cooperation and a common vision.*

#### In ACSS:

*All working and planning teams at the district level include representation across departments.*

*All schools allocate time for special education and regular education collaboration on a routine basis.*

*Student support teams include multiple members of the general education personnel. General educators take responsibility for prevention and early intervention.*

---

*A variety of tools and resources are available for general educators to provide early intervening services.*

*Schools are structured in a way that allows for close collaboration between general and special educators, so that most accommodations are provided in the general education classrooms (in an inclusive environment), and special educators are used as a resource by general educators.*

## OTHER HEALTH IMPAIRMENTS

## FOCUS ITEM 6

### Blount County – White (FFY 2005 RRR 3.00—FFY 2006 RRR 2.29)

**DESCRIBE opportunities to collaborate that exist within the district. How does the district promote collaboration among general and special educators at the prevention and intervention levels?**

*The Blount County School District emphasizes collaboration between general and special educators at all levels of instruction.*

*As previously mentioned each school has a school support-team (S-team) which meets at least monthly or in some cases weekly. The S-team is comprised of at least one grade level special educator, building psychologist and/or counselor, principal and one to several general educators. S-teams are an excellent example of cooperative problem-solving, and Blount County has set forth specific guidelines for them (See Appendix: F). Records of each meeting are maintained in a notebook which is kept at each school (See Appendix: F). Regular educators are required to initiate or maintain classroom interventions designed to increase the achievement and success of those students suspected of having a disability. Special educators, psychologists and counselors "support" or assist the regular teacher by providing alternate materials, teaching strategies, etc. to the regular education teacher for low achieving children. If the student does not improve with such interventions, the child is typically referred for further evaluation.*

*More recently the program of Response to Intervention is an example of teachers being trained in a collaborative process to identify students with special needs. Teachers are granted one half day per month to work at grade level teams for curriculum refinement to facilitate multiple tier instruction to increase student performance. Three elementary schools in the system are piloting this program. Another example of a building level support structure designed to increase collaboration is professional development (PD). This is done at both individual and multiple school sites. A recent PD activity has been a six week book study to review Jensen's brain research and subsequent implications for classroom instruction. A cornerstone of the Blount County schools is that teachers will assume ownership of their community of learners. All PD and in-service training activities are designed to accomplish this. The Continuous Improvement Monitoring Process (GIMP), which is carried out by the Tennessee Department of Education, is another opportunity for our system to collaborate.*

*Serving as a steering committee, regular and special educators, school administrators and*

### EVIDENCE

List evidence and documentation on file.

- a) *The system always schedules five in-service days throughout the year. Some of the in-service topics we have had this year include: Working with the Difficult student, New Special Education I teacher Orientation and The Bipolar Child (See Appendix: (1, 01-3).*
- b) *The school support team at each school always consists of the following; a special education teacher, a reading coach (at the elementary level), a school psychologist or speech therapist, school principal and/or guidance counselor and several regular education teachers. In larger schools the support team is divided by grade; however, in smaller schools the team is divided into multigrades. Support team guidelines are attached (See Appendix: P).*
- c) *Student progress is evidenced by existing programs such as Response to Intervention (RTI and Aims Web testing as well, is providing special education services "included" in the regular classroom. Furthermore, the Think Link Learning Program uses benchmark testing to assess all students progress in reading/ language arts, math and science.*

*board members, and community persons combine their expertise to review special education in Blount County to ensure that State and Federal special education standards are being met. Perhaps the most obvious example of collaboration between regular and special educators, however, is that of our inclusion program. This option of special education service is in keeping with the least restrictive (LRE) placement for a child with special needs. Either a special education teacher or assistant assists the regular education teacher in instructing special needs students. The idea is that children, both eligible and non-eligible, learn best in the regular classroom. Weekly meetings keep regular and special educators focused on meeting the unique needs of IDIEA students in the regular classroom.*

*d) Collaborative planning exists on a daily basis between regular and special education. Besides support teams, inclusion services and RTI, all teachers have been trained in balanced literacy instruction. Moreover, a reading literacy coach is available in each K-5 school. If the child is identified as needing special education, the reading coach makes suggestions and does follow-up at IEP meetings. At the middle school the system has developed reading intervention classes for all students, who demonstrate low reading scores on the TCAP. In the high school we have recently developed the Ninth grade Academy program, which serves as a transition program for those students (regular and special education) "at-risk" for academic failure.*

## OTHER HEALTH IMPAIRMENTS

## FOCUS ITEM 6

Jackson County – White (FFY 2005 RRR 3.16—FFY 2006 RRR 3.50)

### EVIDENCE

List evidence and documentation on file.

**DESCRIBE opportunities to collaborate that exist within the district. How does the district promote collaboration among general and special educators at the prevention and intervention levels?**

*The schedules of each school allow for time that the teachers can collaborate among themselves to decide ways of educating the students. Special Education S-teams provide an avenue for the teachers to discuss interventions that might help a student in the regular program.*

*All schools have special education certified teachers along with the regular education teachers. Planning time consists for teachers special and regular so that they may be allowed the opportunity to collaborate.*

*Interventions are accessible in each school that are scientifically based and available to all the children. The system consists of two lottery-funded preschools and one title one funded preschool; all preschools are accessible to preschoolers with disabilities. Inclusion is practiced in the schools with paraprofessional and/ or special education teachers in the general education classroom to provide supports to all students.*

- *Each school has monthly in-service meetings where they discuss the progress up to that day and what they want to see happen in the future.*
- *Planning times are arranged where special educators and regular educators are afforded the opportunity to discuss the effectiveness of the program.*
- *S-teams are set at each school for more intensive discussions about student progress. Scientifically based interventions are available at each school (See evidence from district review item 3).*
- *All preschools in the district are open to children with disabilities.*
- *Student progress reports are sent out by way of report cards every nine weeks and updates on progress through the EasyIEP program.*

# Specific Learning Disabilities

System	Data Date	Other Disproportionate Disabilities
▪ Union City	FFY 2006	—
▪ Franklin SSD	FFY 2006	—

## SPECIFIC LEARNING DISABILITIES

## FOCUS ITEM 6

Union City – Black (FFY 2006 RRR 3.78)

**DESCRIBE opportunities to collaborate that exist within the district. How does the district promote collaboration among general and special educators at the prevention and intervention levels?**

*At the elementary school, collaborative grade level meetings, which include special education teachers, are held twice per month. At these two meetings, a specific format must be used to ensure all important factors are covered: curriculum, research-based teaching techniques, data review, and student support. If a student is experiencing difficulty, these meetings are a time for teachers to collaborate with each other possible strategies that will help/him her in the classroom. At the middle and high schools, collaboration time is provided during professional development days and at various times during the day. Substitutes are hired to allow time for teacher collaboration.*

*Documentation of these meetings is kept by the principal of the schools and by the curriculum and instruction supervisor.*

*All students receive mid-nine week progress report as well as a report card at the end of nine weeks.*

*At the district administrative level, the director of schools, supervisor of instruction, special education supervisor and building-level principals meet monthly to discuss issues that effect students. At these meetings, student and school data is shared and discussed.*

### EVIDENCE

**List evidence and documentation on file.**

*The building-level instructional coach at the elementary school participates in the collaborative meetings to reinforce the format and guide new members through the process.*

*Common assessments are given and data tabulated. This student progress data is reviewed at collaborative meetings at all schools to determine intervention needs. This information is shared with before- and after-school tutors if the student is participating.*



## SPECIFIC LEARNING DISABILITIES

## FOCUS ITEM 6

### Franklin SSD – Black (FFY 2006 RRR 3.38)

### EVIDENCE

List evidence and documentation on file.

- a) See attached.
- b) Intervention Teams include guidance counselor, general education teacher, school administrator, special education teacher, parent, and others as appropriate.
- c) All students receive regular report cards, progress reports, and parent-teacher conferences. Students with IEPs receive the above, as well as progress reports on IEP goals.
- d) Building schedules vary by school. All include regularly scheduled collaborative team meetings, generally on a weekly basis. Monthly early dismissal days provide structured opportunities for collaboration between general education and special education teachers.

**DESCRIBE opportunities to collaborate that exist within the district. How does the district promote collaboration among general and special educators at the prevention and intervention levels?**

*A district-wide design team includes district administrators and teachers.*

*Regularly scheduled in-school team meetings include both special education and regular education teachers. Teams are composed on horizontal and vertical levels.*

*GEIT=General Education Intervention Team. GEIT is the starting point for all students with learning and/or behavior issues. This team consists of guidance counselor, general education teacher(s), school administrator, school psychologist, and parent.*

*All schools have access to a variety tools and resources to provide early intervention. Interventions listed Item 3.*

*Disabled students are educated with non-disabled students in general education classrooms, to the greatest extent possible. When a student's IEP indicates pull-out services, these rooms are located in the midst of general education classrooms. All teachers are taught their responsibilities to implement modifications and accommodations in the general education classroom as delineated by the IEPs.*

# Speech/Language Impairments

System	Data Date	Other Disproportionate Disabilities
▪ Cumberland County	FFY 2006	_____
▪ Lake County	FFY 2006	_____
▪ Unicoi County	FFY 2006	_____
▪ ↓ Henderson County	FFY 2005	_____

## SPEECH AND LANGUAGE IMPAIRMENTS

## FOCUS ITEM 6

### Cumberland County – White (FFY 2006 RRR 3.55)

#### EVIDENCE

List evidence and documentation on file.

- *S-Team documentation in student files.*
- *PreK Language Specialist job description on file with Personnel Director and PreK Coordinator.*
- *Transitional First Program Information.*
- *Grade level meeting notes on file with building level principals.*
- *Student progress reports are sent out at mid-nine weeks and then again in grade cards at the end of the nine week grading period. Updates on progress of goals & objectives are kept through EasyIEP program.*

**DESCRIBE opportunities to collaborate that exist within the district. How does the district promote collaboration among general and special educators at the prevention and intervention levels?**

*Special and general educators collaborate between and within schools in an attempt to meet the needs of students. Two PreK language specialists now work with at risk students to prevent referrals and provide intervention services in a small group and/or one-on-one setting. Four schools in the district now offer Transitional first grade classrooms for students who have completed kindergarten, but have not mastered the skills needed for first grade. Many of these students are at risk for being referred for special education. The T1 teachers and sped staff collaborate to make interventions and assist these students in mastering skills. DIAL testing is used as pre/post test to determine student gains and success of interventions.*

*The schedules at each school allow time for teachers to collaborate at grade level and/or department meetings. S-teams provide an avenue for teachers to discuss interventions that might help a student in the general education program.*

*Inclusion is practiced in the schools with paraprofessionals and/or special education teachers in the general education classroom to provide support to all students. Planning times are arranged at the individual schools to ensure that special education and regular education educators are afforded the opportunity to discuss effectiveness of the program and plan instruction.*

*Cumberland County Schools currently have 12 lottery-funded preschools. All preschools are accessible to preschoolers with disabilities.*

*After review, it is felt that Cumberland County Schools are at standard for this focus area.*

## SPEECH AND LANGUAGE IMPAIRMENTS

## FOCUS ITEM 6

### Lake County – White (FFY 2006 RRR 8.34)

### EVIDENCE

List evidence and documentation on file.

**DESCRIBE opportunities to collaborate that exist within the district. How does the district promote collaboration among general and special educators at the prevention and intervention levels?**

- Advisory Council Meetings – Advisory Council Newsletter
- Community Meetings
- Faculty Meetings

*Grade level meetings (with special education teacher): Teachers meet weekly to discuss prevention and intervention of strategies or ideas for all students. At the high school, the inclusion teacher has a consultation time scheduled each day to meet with general education teachers about modifications, etc. for the special education students.*

*Drop-Out Prevention – Any student that is a potential drop-out must meet with the school counselor, principal or assistant principal, administrator (attendance, special education, or other) individually.*

*Truancy Board – on-going*

*Lake County Schools plans to implement a School Wide Positive Behavior Support program in the 2008-2009 school year to prevent disruptive behaviors. The special education supervisor will send out weekly emails to all faculty with “Special Education Tidbits” that will include “Modification of the Month”, interventions, testing accommodations, and other tips and ideas for not only our special education population but for ALL students (December 07). Speech Inclusion/RTI Program: See Template 1 with new implementation of speech program (January 08)*

*Monthly Administrator Meeting – The second Wednesday of each month, the administrators in our school system meet to discuss: procedures, specific incidents, special education, preschool, food services, technology, transportation, technical/career, literacy campaign (Falcons, READ!), attendance, academic focus, faculty, AYP. Testing, ACT/PLAN/EXPLORE, budgets, New Teacher Mentor Program, Walkthroughs, Advisory Council, Community Meetings, and any other topic that needs to be addressed. Administrator meetings allow general education, special education, and all other areas of the school system to focus on our students.*

- Faculty Meeting agendas
- Grade level meeting schedules
- Inclusion teacher daily schedule
- Truancy Board
- Drop-Out Prevention sessions
- Emails with Special Education Tidbits
- Monthly Administrator Meeting Agendas

## SPEECH AND LANGUAGE IMPAIRMENTS

## FOCUS ITEM 6

### Unicoi County – White (FFY 2006 RRR 4.32)

### EVIDENCE

List evidence and documentation on file.

*Professional development:*

- Autism training scheduled Nov 6, 2007
- Professional development on RTI scheduled for May 9, 2008
- Curriculum mapping work Fall 06 and Spring 07

*S-Team structure at the current time includes:*

- Principal
- -Guidance counselor
- At least 2 classroom teachers
- SPED teacher in consultation

*Progress reports:*

- 9 week report cards
- Mid-term report
- IEP progress reports each 9 weeks

**DESCRIBE opportunities to collaborate that exist within the district. How does the district promote collaboration among general and special educators at the prevention and intervention levels?**

*Unicoi County Schools encourages collaboration between all teachers including regular and special education teachers. All committees include special education teachers at the individual schools. Special education teachers serve with regular education teachers on designated TSIPP committees. Special education teachers work in consultation with classroom teachers on special education students in their classrooms in reviewing the IEPs and developing specific plans for the students. General education teachers are part of all IEP team decisions and provide input on educational goals for the students. Specific planning time for special education teachers to work with general ed teachers is not designated, however teachers planning time does overlap in many schools providing opportunities. Unicoi County Middle School does allow for common planning time among all grade level and special education grade level teachers.*

*During the 2006-2007 school year, all teachers were involved in the process of curriculum mapping for all academic areas and grade levels. Special education teachers worked with appropriate grade levels to develop these maps based on Tennessee standards. The mapping process was completed during the beginning of the 2007-2008 school year. In November of 2007 all teachers in our system participated in in-service training day focused on Autism. The training was provided by the state department. During this training general education teachers and special education teachers were paired together in teams.*

*General educators are provided with tools and resources for intervention and pre-referral strategies through Pre-referral Intervention Manuals (Hawthorne Press) and the special education teachers at their schools. In the spring of 2008, professional development is scheduled for training teachers in RTI and begin preparing for full implementation of the process. Special education teachers will be involved in this process.*

*Students receiving services in both a general education setting and special education setting have their progress reported in multiple forms. Students are provided a mid-term report*

---

*by teachers at all levels in our system. This report goes out at the four week mark during a nine week grading period. At the end of each grading period students receive a report card. For special education students, a report detailing their progress toward their IEP goals is also included. Our school system holds two parent-teacher conference days each year--one after the first nine week grading period and the second is after the third grading period. Teachers also provide benchmark assessment scores to parents after the TCAP testing has taken place.*

## SPEECH AND LANGUAGE IMPAIRMENTS

## FOCUS ITEM 6

Henderson County – White (FFY 2005 RRR 3.09—FFY 2006 RRR 1.90)

### EVIDENCE

List evidence and documentation on file.

**DESCRIBE opportunities to collaborate that exist within the district. How does the district promote collaboration among general and special educators at the prevention and intervention levels?**

*This system combines efforts of general and special educators at both the prevention and intervention levels.*

*Professional Development has been provided, support teams are inclusive, and resources for materials and programs are blended to meet the needs of students.*

*Professional development is provided through in-service that includes both general education and special education personnel.*

*All schools have student support teams that include general ed participants. The school psychologist is available for consultation if needed. Intervention strategies are planned at the meetings and implemented by general ed personnel. Systemwide personnel work together to provide intervention materials and programs that are available to all school staff. General education and special education personnel work closely through inclusive teamwork efforts.*

*A pre-referral intervention manual was provided to all schools by the special education department.*

*The school psychologist provides staff development to all schools as they implement intervention programs.*

- a) *Sample of Melinda Baird's summer in-service program*
- b) *Composition of support team*
- c) *List of intervention programs*
- d) *Intervention Manual*
- e) *Sample of collaborative effort between general education and special education personnel*